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ABSTRACT

A concept of teacher-centered management was proposed as a style of leadership behavior for school administrators to reduce the incompatibility between social/psychological needs of teachers and monocratic/bureaucratic management patterns in educational organizations. Data obtained from self-report questionnaires distributed to teachers in 21 public schools in southeastern Michigan demonstrated that a high teacher-centered management style of leadership behavior by public school principals--as perceived by teachers--and high job satisfaction of teachers are significantly related. Teacher-centered administrative management style is characterized by teachers as (1) much sharing in decision making, (2) less close teacher supervision, (3) high administrative support of teachers' professional growth, (4) strong personal relationships, and (5) accessible relationships. The concept is supported as a useful approach to improving interpersonal relationships in educational organizations. (Author)

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INTRODUCTION

In educational organizations both teachers and school principals play key roles in the educational process. The principal-teacher relationship seems to be, therefore, a central factor in the management of instructional programs. In this paper, a concept of "Teacher-Centered Management" is presented as a way to examine the variations of leadership behavior styles of school administrators in the context of principal-teacher relationships. This concept is defined as a continuum ranging from low teacher-centered management style to high teacher-centered management style.[1] Low teacher-centered management style refers to a monocratic, bureaucratic management style which stresses hierarchical control and impersonal relationships in achieving the goals of educational organizations. On the other hand, high teacher-centered management style refers to a participative and considerate manner of leadership behavior, which emphasizes the achievement of both the goals of organization, and the multiple social and psychological needs of teachers.

High teacher-centered management style is viewed as a leadership behavior style for school administrators, which seems useful in reducing the incompatibility between the social and psychological needs of teachers

and the nature of monocratic, bureaucratic management patterns in educational organizations. Assuming a relatively high degree of compatibility between the social and psychological needs of teachers and goals of educational organizations, the concept of high teacher-centered management style is proposed as a rational strategy for improving interpersonal relationships and for improving the effectiveness of educational organizations.

The specific purpose of this paper is to report the results of an investigation into a relationship between the extent of teacher-centered management style of public school principals, as perceived by teachers, and the extent of job satisfaction of teachers.[2]

CONCEPT OF TEACHER-CENTERED MANAGEMENT

Educational organizations may be viewed as complex social organizations with rational goals in producing certain qualities among future adult citizens. Since the management of complex instructional programs depends upon the collective efforts of specialized and professional personnel, some degree of bureaucracy characterizes educational organizations. These characteristics include specialized tasks and roles, complex rules and formalized operating procedures, and hierarchical arrangements of offices[3]--seemingly necessary ingredients in achieving the goals of public schools with security, predictability and efficiency. Therefore, public school principals, who are the chief executives at the school unit level, have major responsibility for a coordination of the collective efforts of professional personnel.

Furthermore, it is reasoned that there is a compatibility between these bureaucratic characteristics, necessary for the management of

complex instructional programs, and variations in the management styles of school administrators. In other words, it is viewed that within the broad framework of bureaucratic organizations, it is possible to conceive a variation in the management styles of principals, ranging from monocratic to participative management styles.

Observations of several interrelated phenomena in educational systems have guided this reasoned assumption of compatibility. First, bureaucratic characteristics of educational organizations are generic technical attributes of complex organizations, and they do not predetermine the exact management pattern and the management style of principals. Even though the inherited bureaucratic characteristics of organizations tend to concentrate powers at the top of the hierarchy, and may have an effect upon the formalistic and impersonal relationships in the superior-subordinate relationships, it seems reasonable to assume that there is still room left for formal executives to have discretion in management styles. Second, in public schools, which are open social systems, the management style of principals is to some degree susceptible to the influence of various extra and intra, supra and infra factors. The unique organizational characteristics of public schools, such as loosely structured and semi-autonomous characteristics,[4] however, seem to allow a considerable degree of discretion in the management style of principals. Third, the intangible nature of the goals of educational organizations, the lack of consensus upon the desirable goals for public schools, and a diversity and uniqueness in the educational needs of school attendance areas seem to justify to some extent differences in the management styles among principals. Fourth, the educational and managerial philosophy, educational and cultural background of principals, personality of principals,

situational factors such as organizational structure of the school system, and teachers' expectations of principals may affect the variation in the management style of principals. The discretionary role performance of principals may include both the choice of detailed roles and variations in the styles of major managerial behaviors. For example, principals seem to have broad discretion in the role selection and the style of managerial behaviors in such dimensions as sharing of educational decision-making powers, support of the professional growth of teachers, personal relationships. In this paper a framework of teacher-centered management, which is defined as a continuum ranging from low to high teacher-centered management style, is introduced to describe such variations in the management styles of principals in the context of principal-teacher relationships.

In the field of educational administration there seems to be an increasing need for adjusting the basic incompatibility between the social and psychological needs of public school teachers, and the nature of monocratic, bureaucratic management patterns in educational organizations. The monocratic, bureaucratic management style, which emphasizes hierarchical control and chain of command, tends to be in conflict with the self-control or colleague control needs of professional people.[5] At the present time, many teachers, who have professional preparation levels comparable to school administrators, want more self-control, professional freedom, and colleague control in the management of instructional programs. Public school teachers, who previously have been restricted in the exercise of their professional judgments, are seeking opportunities to participate actively in policy formulation and are demanding greater professional status.[6] If there are no adjustments to the demands and needs of teachers, there will be an increased conflict between school administrators and teachers and this

trend will result in the deterioration of teacher-administrator relationships.

A concept of high teacher-centered management style is thus proposed as a rational strategy for improving educational administration. This concept takes into account the multiple social and psychological needs of teachers, which have been frequently neglected or oversimplified in traditional administrative theories which are based upon the bureaucratic organization model, and the scientific management model. The concept of high teacher-centered management, furthermore, assumes that there is a great degree of compatibility between the social and psychological needs of teachers and the goals of educational organizations.

Teachers seem to bring into educational organizations such social and psychological needs as desire for acceptance, approval, recognition, and power, the desire to undertake significant and important tasks, and needs for self-fulfillment. They also have the desire for professional growth and want to satisfy a sense of importance and personal worth.[7] March and Simon state that, "individuals seek to satisfy personal needs through the medium of the job."[8] Although there will be individual differences, it seems reasonable to assume that most teachers want to achieve their multiple needs to a great extent through teaching situations in their schools. It is viewed that creative contributions to teaching are important satisfaction sources for many teachers. Thus when school administrators provide conditions and motivational forces to meet the professional needs of teachers, it is likely that teachers will be satisfied in their teaching roles and they will identify themselves with organizational goals. It is also assumed that teachers' maximum contributions to the goals of public schools, and their effectiveness as professionals, are greatly affected through the satisfaction of their multiple social and psychological needs in public school situations.

Trusting and respecting teachers' sensitivity, dignity and aspirations to carry out their professional roles effectively, and also viewing that their social and psychological needs are to a great degree compatible with the goals of public schools, it is theorized that the manner of management style which emphasizes the achievement of multiple social and psychological needs of teachers is to a great extent consistent with the achievement of organizational goals. In this sense, high teacher-centered management style represents an integrative management approach in educational organizations which attempts to achieve the goals of both organization and teachers.[9]

High teacher-centered management style is proposed as a useful leadership behavior style for school administrators in humanizing educational bureaucracy and in improving the effectiveness of the management of educational programs.

OPERATIONAL CONCEPT OF TEACHER-CENTERED MANAGEMENT

In this study "teacher-centered management" is used as a general concept including several sub-dimensions of the managerial behaviors of public school principals. The selected dimensions are those which are assumed to be within the discretion of principals in the manner of operation and in the selection of detailed behaviors in the context of principal-teacher relationships. The sub-dimensions of the concept of teacher-centered management and their definitions identified for this study are as follows:[10]

1. Participative Decision-Making: The extent to which teachers feel they participate in the educational decision-making process in schools.

2. Administrative routine work imposed upon teachers: The extent to which teachers feel they are required to perform administrative details in schools.

3. Tightness in supervision: The extent to which teachers feel the school principal controls closely their role performance.

4. Supportive behaviors of the professional growth of teachers: The extent to which teachers feel the school principal helps teachers improve their professional qualities and skills.

5. Personal relationships: The extent to which teachers feel the school principal manifests considerate behaviors in the principal-teacher relationships.

6. Accessible relationships: The extent to which teachers feel the school principal is available to teachers whenever they need the help of the principal.

Depending upon the extent of the occurrence of certain managerial behaviors, it is assumed that the extent of the teacher-centered management style of the principal can be identified. For example, in the sub-dimension of participative decision-making, it is reasonable to assume that a high degree of sharing in major educational decision-making represents a high teacher-centered management style, because such style of managerial behavior would be consistent with the power needs of many teachers. In the same way, a high degree of supportive behavior of the professional growth of teachers represents a high teacher-centered management style, because such behaviors would be consistent with the self-fulfillment needs of many teachers.

The operationalization of each sub-dimension in terms of the extent of teacher-centered management style of public school principals is defined on a continuum as follows: (see next page)

As the conceptual model indicates, the high teacher-centered management style is defined as a general concept which includes the following characteristics of managerial behaviors of the principal as perceived by teachers: (a) much sharing in educational decision-making, (b) less administrative routine work assigned to teachers, (c) less close supervision, (d) high supportive behaviors of the professional growth of teachers, (e) much personal and considerate relationships, (f) much accessible relationships.

A CONCEPTUAL MODEL OF TEACHER-CENTERED MANAGEMENT

Sub-dimension of Teacher-Centered Management Style	Indication of Low-Teacher-Centered Management Style	Indication of Medium Teacher-Centered Management Style	Indication of High Teacher-Centered Management Style
1. Participative decision-making	Less sharing in educational decision-making	(Continuum) _____	Much sharing in educational decision-making
2. Administrative routine work imposed upon teachers	Much administrative routine work assigned to teachers	_____	Less administrative routine work assigned to teachers
3. Tightness in supervision	Close supervision		Less close supervision
4. Supportive behaviors of the professional growth of teachers	Low supportive behaviors of the professional growth of teachers	_____	High supportive behaviors of the professional growth of teachers
5. Personal relationships	Impersonal & less considerate relationships	_____	Much personal and considerate relationships
6. Accessible relationships	Less accessible relationships	_____	Much accessible relationships

It is conceptualized that the high teacher-centered management style as perceived by teachers is an integrative approach of leadership behavior which assists the achievement of both the goals of educational organization and the goals of teachers.

RELATIONSHIP BETWEEN THE TEACHER-CENTERED MANAGEMENT STYLE OF PUBLIC SCHOOL RPINCIPALS AS PERCEIVED BY TEACHERS AND JOB SATISFACTION OF TEACHERS

The specific purpose of this study was to examine the usefulness of a concept of high teacher-centered management style for school administrators in producing high job satisfactions among teachers. This study was focused on testing the following null hypothesis:

> There is no significant relationship between the extent of teacher-centered management style of public school principals as perceived by teachers and the extent of job satisfaction of teachers.

The Research Sites

The data for this empirical study were collected from twenty-one public schools in Southeastern Michigan. The twenty-one schools consist of fifteen elementary schools, three junior high schools, and three senior high schools. In order to obtain the data, a self-report questionnaire was administered to the entire professional staff of the twenty-one public schools. Of the total population of 499 teachers, 473 (95 percent) responded to the questionnaire.[11]

Measurement of Job Satisfaction of Teachers

In this study, job satisfaction of teachers was the criterion of effectiveness in educational organizations chosen to test the usefulness of the concept of teacher-centered management for public school principals. Since instructional processes in public schools involve many kinds of intervening variables, which are not directly controllable, there may or may not be a positive relationship between job satisfaction among teachers and cognitive and affective developments in students--which certainly are more important criteria for effectiveness in educational organizations.

It seems reasonable, however, to expect in general that teachers with high job satisfaction effect cognitive and affective changes in students in more productive ways than those with low job satisfaction. On this point, Likert states, "For professional work there is a positive relationship between job satisfaction and performance.[12] In public schools, which are professional organizations, expertise, cooperation, creativeness, motivation, and unity among teachers seem essential conditions for the management of instructional programs. High job satisfaction among teachers is viewed as a necessary condition in motivating and maximizing the use of professional human resources and creativity in educational organizations.

Job satisfaction in this study refers to the subjective judgment of one's state of feelings related to his job situation.[13] In other words, job satisfaction among teachers is defined as their feelings concerning the extent of satisfaction of their social and psychological needs, gained through their experience in the educational organization in which they are employed. Feelings highly favorable towards the satisfaction of these needs are equivalent to high job satisfaction. The basic assumption of this conceptualization is that teachers as human beings with complex social and psychological needs, such as the needs for affiliation, approval, acceptance, sense of personal worth and importance, power and self-fulfillment, continuously strive to satisfy such needs to a great extent through the medium of their teaching situation, and in interactions with administrators and colleagues. Job satisfaction among teachers in this study refers to a general satisfaction with their teaching experience.

In this study, teachers' responses to multiple items were used to obtain an index of a general job satisfaction. It is assumed that job satisfaction can be inferred from responses to several questions on how each teacher feels about his job and job situation.[14] These items reflect teachers' feelings about the extent of the satisfaction of such social and psychological needs as the needs for affiliation, acceptance, sense of personal worth and importance, power and self-fulfillment through teaching experiences.

The instrument to measure a general job satisfaction among teachers was developed by expert judgment. An index of job satisfaction of teachers was computed using the total scores of teachers' responses to the following nine items. To each item, teachers indicated their feelings on a four-point scale, whether they "almost always," "often," "sometimes," or "very seldom" felt this way. The scores of each item range from 1 to 4.

Indication of the highest job satisfaction is 4 and indication of the lowest job satisfaction is 1. The nine items were agreed upon by nine out of ten professors of education at the University of Michigan as being appropriate for a measure of general job satisfaction among teachers.

1. I do things at school that I wouldn't do if it were up to me.[15]
2. I find my job very exciting and rewarding.
3. In the long run, it is better to be minimally involved in school affairs.
4. I feel close to other teachers in this school.
5. I really don't feel satisfied with a lot of things that go on in this school.
6. Some things I do here don't make much sense to me.
7. I feel involved in a lot of activities that go on in this school.
8. I feel some basic things need to be changed for this school to improve.
9. As far as I know, I am well liked by my colleagues.

Measurement of the Extent of Teacher-Centered Management Style of Public School Principals as Perceived by Teachers

On the basis of the conceptual model of Teacher-Centered Management, including six sub-dimensions, sixteen items were taken from the questionnaire used by the Institute for Social Research, the University of Michigan in its study of "The Innovation and Sharing of Teaching Practices I: A Study of Professional Roles and Social Structures in Schools." To the sixteen items, teachers responded on a four-point scale indicating whether the statements "almost always," "often," "sometimes," or "very seldom" occur. Depending on the context of the statement, items were scored either

in a positive direction or in a negative direction. The scores of each item range from 1 to 4. Indication of the highest teacher-centered management style is 4 and indication of the lowest teacher-centered management style is 1.

The data from the sixteen items were submitted to a principal axes factor analysis with varimax rotation at the University of Michigan. It was the purpose of this factor analysis to identify items which can be used meaningfully to obtain an index of the teacher-centered management style of public school principals as perceived by teachers. Furthermore, it was the intention of this analysis to find empirical evidence to support the assumption that several sub-dimensions of the managerial behaviors of public school principals may be combined to develop a general concept of teacher-centered management.

The result of the factor analysis is presented in Table I. Three factors were identified in this analysis: ten items loaded highly on Factor I (items 1-10); two items loaded highly on Factor 11 (items 11 and 12); one item loaded highly on Factor III (item 13). Three items had no salient loadings (items 14-16). Factor I accounts for 75 percent (4.52/6.03) of the total communality.

The ten items highly loaded on Factor I reflect five sub-dimensions of the conceptual model of teacher-centered management: a) participative decision-making, b) tightness in supervision, c) supportive behaviors of the professional growth of teachers, d) personal relationships and, e) accessible relationships. In other words, the ten items which represent these five sub-dimensions indicate a common trait of leadership behavior among public school principals, which may be defined as "Teacher-Centered Management Style." This factor analysis suggests that sub-dimensions of the managerial

TABLE 1

FACTOR ANALYSIS OF SCORES OF SIXTEEN ITEMS RELATED TO TEACHER-CENTERED MANAGEMENT STYLE OF PUBLIC SCHOOL PRINCIPALS (N=413)

Item	Factors I.	II.	III.	Communality
1. The principal seeks suggestions from teachers.	.80	-.03	-.02	.65
2. The principal demonstrates a warm personal interest in the staff members.	.76	.20	-.07	.62
3. The principal helps teachers deal with their classroom problems.	.75	.05	-.01	.56
4. Teachers feel that it is alright to ask the principal for help.	.74	.26	.14	.63
5. The principal consults with teachers before making major decisions at school.	.67	.01	.18	.48
6. The principal encourages and supports new ways of teaching.	.65	.08	-.19	.47
7. The principal encourages continued professional training.	.57	-.10	-.29	.43
8. The principal has ample time for conversation with teachers.	.53	.35	.12	.43
9. The principal brings educational literature, conference, etc. to the attention of teachers.	.50	-.01	-.28	.32
10. The principal checks closely on teachers' classroom performance.	-.49	.22	.27	.36
11. Relationships between the principal and teachers are formal.	.29	.53	.08	.37
12. The principal calls teachers by their first names.	.17	.43	-.10	.22
13. The principal does most of the talking in staff meetings.	.26	.00	.41	.24
14. Routine administrative duties interfere with teaching.	.14	.29	-.06	.11
15. The principal allows teachers to violate minor rules.	-.07	.18	.07	.04
16. Staff meetings are used for administrative matters.	-.11	.16	.25	.10
Sum of communalities	4.52	.91	.60	6.03

Note: Items by sub-dimension of the concept of Teacher-Centered Management are as follows: Participative decision-making: items; 1, 5, 13 Administrative routine work imposed upon teachers: items; 14, 16. Tightness in supervision: items; 10, 15. Supportive behaviors of the professional growth of teachers: items; 3, 6, 7, 9. Personal relationships: items; 2, 11, 12. Accessible relationships: items; 4, 8.

behaviors of public school principals can be meaningfully structured in order to develop a general concept of teacher-centered management.

In this study the ten items which loaded high on Factor I were used to measure the extent of teacher-centered management style of public school principals as perceived by teachers. Thus, of the six sub-dimensions of this conceptual model of teacher-centered management, which were theoretically identified, one dimension,---"administrative routine work imposed upon teachers,"---was excluded from the final instrument. Two items which reflect this sub-dimension had no salient loadings on factors identified in this factor analysis. The five sub-dimensions of teacher-centered management style and the ten items included in the final instrument are as follows:

Sub-dimension of Teacher-Centered Management Style	Item
Participative decision-making	1. The principal seeks suggestions from teachers.
	2. The principal consults with teachers before making major decisions at school.
Tightness in supervision	3. The principal checks closely on teachers' classroom performance.[16]
Supportive behaviors of the professional growth of teachers	4. The principal helps teachers deal with their classroom problems.
	5. The principal encourages and supports new ways of teaching.
	6. The principal encourages continued professional training.
	7. The principal brings educational literature, conference, etc. to the attention of teachers.
Personal relationships	8. The principal demonstrates a warm personal interest in the staff members.
Accessible relationships	9. Teachers feel that it is alright to ask the principal for help.
	10. The principal has ample time for conversation with teachers.

The above instrument is by no means the absolute instrument to measure the extent of teacher-centered management style of public school principals. Other dimensions related to the concept of teacher-centered management may have been uncovered if more items were included in the factor analysis.

In this study the high teacher-centered management style of public school principals, as perceived by teachers, includes the following characteristics of leadership behavior: a) much sharing in educational decision-making, b) less close supervision, c) high supportive behaviors of the professional growth of teachers, d) much personal relationships and e) much accessible relationships. The index of a teacher's perception of the extent of teacher-centered management style of principal was the total score of his responses to the ten items.

A split-half coefficient of reliability of this measurement, corrected by the Spearman-Brown Formula resulted in . 85, which seems to be a satisfactory coefficient for a scale consisting of ten items.

Results of Hypothesis Testing

The testing of the null hypothesis was based on data obtained from 390 teachers in twenty-one public schools who responded to all of the nineteen items used to measure the two variables. The characteristics of teachers included in the data analysis are presented in the Appendix. The hypothesis was tested by the chi square method and the testing was performed at two levels: a) overall teachers, and b) elementary and secondary level.

A. Overall Teachers. The result of a chi square test of the null hypothesis is presented in Table 2. Public school principals occupy a sensitive position as supervisors of teachers, and they are at the center of complex interpersonal relationships in the school. It was, therefore, predicted that the management style of principals will have a significant relationship upon the job satisfaction of teachers.

TABLE 2

RELATIONSHIP BETWEEN THE EXTENT OF TEACHER-CENTERED MANAGEMENT STYLE OF PUBLIC SCHOOL PRINCIPALS AS PERCEIVED BY TEACHERS AND THE EXTENT OF JOB SATISFACTION OF TEACHERS

Job Satisfaction of Teachers	Teacher-Centered Management Style of Principals as Perceived by Teachers			
	Low	Medium	High	Total
Low	67 (58%)	41 (35%)	8 (7%)	116 (100%)
Medium	44 (28%)	67 (43%)	45 (29%)	156 (100%)
High	17 (14%)	33 (28%)	68 (58%)	118 (100%)
Total	128	141	121	390

$X^2 = 88.27$; $p < .001$

This test resulted in a chi square value of 88.27, which is significant at the .001 level (degrees of freedom :4). Thus the null hypothesis was rejected. This testing demonstrated that high teacher-centered management style of leadership behavior of public school principals, as perceived by teachers, and high job satisfaction of teachers are both significantly related (N=390; $p < .001$). In order to find the magnitude of the positive

and significant relationship between the two variables, a product-moment coefficient of correlation was computed. The amount of the relationship as evidenced by a Pearson r coefficient of correlation was + .50 (N=390). This index suggests that the extent of teacher-centered management style of leadership behavior of public school principals is one factor or condition which accounts for the level of job satisfaction among teachers.

B. Elementary and Secondary Level. The level of instruction was further taken into account to see whether that variable affects the relationship between the extent of teacher-centered management style of public school principals and job satisfaction of teachers.

Elementary and secondary school teachers included in this study manifested different characteristics in each of the two variables. The size of elementary schools included in this study was relatively small in comparison with the secondary schools. There was a significant negative relationship between school size, and the extent of teacher-centered management style of principals as perceived by teachers. The extent of job satisfaction was significantly higher in elementary schools where the majority are women teachers, than in secondary schools. A further chi square analysis was thus conducted, holding constant the level of instruction. It was predicted that the general finding applies to both levels of instruction. As table 3 shows, in secondary schools the proportion of teachers who perceive high job satisfaction and the proportion who perceive a high teacher-centered management style of principals are smaller than in elementary schools. Both at elementary and secondary levels, however, there was a positive and significant relationship between the extent of teacher-centered management style of principals as perceived by teachers and the extent of job satisfaction of teachers (Elementary level, N=186; $p < .001$, Secondary level, N=204; $p < .001$).

TABLE 3

RELATIONSHIP BETWEEN THE EXTENT OF TEACHER-CENTERED MANAGEMENT STYLE OF PUBLIC SCHOOL PRINCIPALS AS PERCEIVED BY TEACHERS AND THE EXTENT OF JOB SATISFACTION OF TEACHERS BY LEVEL OF INSTRUCTION

Job Satisfaction of Teachers by Level of Instruction	Teacher-Centered Management Style of Principals as Perceived by Teachers			
	Low	Medium	High	Total
Elementary level				
Low	21 (54%)	13 (33%)	5 (13%)	39 (100%)
Medium	15 (21%)	26 (36%)	31 (43%)	72 (100%)
High	9 (12%)	16 (21%)	50 (67%)	75 (100%)
Total	45	55	86	186
	$X^2 = 34.51$; $p < .001$			
Secondary level				
Low	46 (60%)	28 (36%)	3 (4%)	77 (100%)
Medium	29 (34%)	41 (49%)	14 (17%)	84 (100%)
High	8 (19%)	17 (39%)	18 (42%)	43 (100%)
Total	83	86	35	204
	$X^2 = 33.88$; $p < .001$			

Product-moment correlation coefficients were computed to find the magnitude of the positive and significant relationship between the two variables at both levels of instruction. In elementary schools the amount of the relationship, as evidenced by a Pearson r coefficient of correlation, was +.48 (N=186). In secondary schools, the coefficient of correlation was + .45 (N=204).

At both levels of instruction, it was evidenced that a high teacher-centered management style of principals as perceived by teachers is one factor which accounts for high job satisfaction among teachers.

SUMMARY AND CONCLUSIONS

In this paper, a concept of teacher-centered management has been proposed for school administrators. And the relationship between the extent of teacher-centered management style of public school principals as perceived by teachers and the extent of job satisfaction of these teachers has been examined.

This study demonstrated that a high teacher-centered management style of leadership behavior of public school principals, as perceived by teachers, and high job satisfaction of teachers are both significantly related ($N=390$; $P < .001$). The amount of the relationship as evidenced by a Pearson r coefficient of correlation was +.50. A positive and significant relationship between the two variables was found at both elementary schools ($N=186$; $P < .001$, Pearson $r=+.48$) and secondary schools ($N=204$; $P < .001$, Pearson $r=+.45$).

A high teacher-centered management style of public school principals--which is characterized by the perception of teachers as (a) much sharing in educational decision-making, (b) less close supervision, (c) high supportive behaviors of the professional growth of teachers, (d) much personal relationships and (e) much accessible relationships--is supported as a useful approach in improving the interpersonal relationships in educational organizations.

This study may be considered as a conceptual as well as an empirical inquiry into the validity and usefulness of an emerging participative

management philosophy in educational organizations. In order to confirm the findings in this study, however, it is necessary to conduct similar studies in other school situations. Furthermore, the usefulness of this concept needs to be tested with other criteria of effectiveness in educational organizations such as the professional performance of teachers, and cognitive and affective changes in students' behaviors. It seems also important to investigate relationships among the extent of teacher-centered management style of principals, their working conditions including the organizational structure of the school system and their personal characteristics.

The mode of thinking reflected in the concept of teacher-centered management can also be applied in other components of human interactions in educational organizations such as teacher-student relationships, principal-student relationships and superintendent-principal relationships. Especially, we may predict that high student-centered management styles among teachers will be useful in improving teacher-student relationships. It seems also worthwhile to examine the relationship between the extent of teacher-centered management style of principals and the extent of student-centered management style among teachers.

A concept of high teacher-centered management style is proposed as a managerial strategy for the humanization and improvement of effectiveness of educational organizations.

NOTES

1. It is also possible to dichotomize this concept between teacher-centered management style (High teacher-centered management style or participative management style) and principal-centered management style (low teacher-centered management style or monocratic, bureaucratic management style). For the continuum concept of supervisory style see, for example, James G. March and Herbert A. Simon, Organizations (New York: John Wiley & Sons, Inc., 1958), p. 54.

2. This paper reports the major part of a dissertation completed by author at the University of Michigan. See, Chung, Ki-Suck, A Study of Management Styles in Educational Organizations, Unpublished Ph.D. dissertation (Ann Arbor, Michigan: The University of Michigan, 1968) See also Dissertation Abstracts, Vol. XXIX, No. 8, 1969, p. 2470 - A (Order No. 69-2301)

3. See, for example, Charles E. Bidwell, "The School as a Formal Organization," in James G. March (ed.), Handbook of Organizations (Chicago: Rand McNally & Co., 1965), p. 974.

4. See, ibid., p. 976.

5. See Peter M. Blau and W. Richard Scott, Formal Organizations: A Comparative Approach (San Francisco: Chandler Publishing Co., 1962), pp. 62-63.

6. See, for example, T.M. Stinnett, Jack H. Kleinmann and Martha L. Ware, Professional Negotiation in Public Education, (New York: The Macmillan Co., 1966), pp. 1-3.

7. See Rensis Likert, New Patterns of Management (New York: McGraw-Hill Book Co., 1961), p. 98.

8. March and Simon, op. cit., p. 77.

9. The conception of teacher-centered management is influenced by the following literature: A.H. Maslow, Motivation and Personality. N.Y.: Harper & Brothers, Publishers, 1954. Arnold S. Tannenbaum, Social Psychology of the Work Organization. Belmont, Calif.: Wadsworth Publishing Co., Inc., 1966. Douglas McGregor, The Human Side of Enterprise. N.Y.: McGraw-Hill Book Co., Inc., 1960. Rensis Likert, New Patterns of Management. N.Y.: McGraw-Hill Book Co., 1961. Rensis Likert, The Human Organization: Its Management and Value. N.Y.: McGraw-Hill Book Co., 1967. Robert R. Blake and Jane S. Mouton, The Managerial Grid. Houston, Texas: Gulf Publishing Co., 1964. Alfred J. Marrow, David G. Bowers, Stanles E. Seashore, Management by Participation: Creating a Climate for Personnel and Organizational Development. N.Y.: Harper & Row, Publishers, 1967.

10. In this study teachers' perception is used as the basis for the operational definition of the concept of teacher-centered management. Teachers' perceptions are not necessarily the objective descriptions of the managerial behaviors of principals in reality. Since this concept is related to the leadership behavior which attempts to influence the feelings and performance of teachers, it seems reasonable to use teachers' opinions in the operational definition of this concept. It needs to be noted that there are other ways and bases in the definition of this concept, i.e., self perception by the principal, perception of the principal's superior, parents' perception, and perception of outside observers. See Arthur W. Combs and Donald Snygg, Individual Behavior: A Perceptual Approach to Behavior, Revised Edition (N.Y.: Harper and Row Publishers, 1959), p. 17. Rensis Likert, "A Motivational Approach to a Modified Theory of Organization and Management" in Mason Haire (ed), Modern Organization Theory (N.Y.: John Wiley & Sons, Inc., 1959), p. 191, and Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Washington, D.C.: U.S. Office of Education, July, 1962), pp. 12-13.

11. The empirical study was based on the data originally collected by the Institute for Social Research, The University of Michigan. See Mark A. Chesler and Halim I. Barakat, The Innovation and Sharing of Teaching Practices I: A Study of Professional Roles and Social Structures in Schools, Project No. 2636, Contract No. OE 5-10-241, Bureau of Elementary-Secondary Research, Office of Education, U.S. Department of Health, Education and Welfare. (Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, The University of Michigan, 1967).

12. Likert, New Patterns of Management, p. 16.

13. See Barry E. Collins and Harold Guetzkow, A Social Psychology of Group Processes for Decision-Making, (New York: John Wiley & Sons, Inc., 1964) p. 189.

14. See Victor H. Vroom, Work and Motivation (New York: John Wiley & Sons, Inc., 1964), p. 100.

15. The items 1,3,5,6,8, were scored in negative directions.

16. Item 3 was scored in a negative direction.

Appendix

CHARACTERISTICS OF TEACHERS

	Elementary School	Junior High School	Senior High School	Total
Number of Schools	15	3	3	21
Teachers included in this study	186	86	118	390
Sex				
Male	12	34	49	95
Female	156	40	57	253
No answer	18	12	12	42
Age				
25 or less	51	28	25	104
26-29	12	12	16	40
30-39	22	8	19	49
40-49	28	6	10	44
50 or more	35	7	16	58
No answer	38	25	32	95
Marital Status				
Single	25	17	10	52
Married	129	46	88	263
Widowed	6	1	3	10
Divorced	7	7	5	19
No answer	19	15	12	46
Education				
Bachelor's degree	141	47	68	256
Master's degree	26	24	38	88
No degree	1			1
No answer	18	15	12	45
Teaching Experience				
3 years or less	69	41	45	155
4-12 years	39	17	38	94
13 years or more	58	12	21	91
No answer	20	16	14	50
Tenure				
Yes	108	41	68	217
No	59	29	36	124
No answer	19	16	14	49